Program Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Objective** | **Beginning (1-2)** | **Developing (3)** | **Accomplished (4)** | **Exemplary (5)** | **Points Earned:** |
| **The plan demonstrates a strong focus on program quality improvement** | There is little or no attention provided on program improvement | Some attention to improvement is available but there is a lack of detail | The plan includes some general detail on program improvement | The plan includes a detailed 3-year plan for program improvement |  |
| **The plan clearly articulates how course and program framework standards are covered** | The plan does not address program standards and/or benchmarks | Some attention is given to standards but only in general discussion | Achievement of program standards are discussed with supporting details | Lessons are shared which clearly address difficult standards |  |
| **The plan describes present and future project-based learning initiatives to be employed/enhanced** | There is little or no discussion on existing projects or future projects to increase learning | A few past projects are described, but future project ideas are limited or not included | Future projects are highlighted in a way that will enhance quality of the program | Project-based learning is a major method for increasing student achievement |  |
| **The plan demonstrates how student work is recognized and entered into competitions** | There is little or no evidence showing recognized student work and awards | Student work is displayed within the classroom and school | Students are recognized for quality work they produce | Students are recognized for award-winning projects |  |
| **The plan includes strategies to increase the number of program concentrators** | There is little or no attention on how to retain students in the program | Some concern is shared about yearly attrition rates in the program | Strategies are in place to increase the number of concentrators | Strategies to increase program concentrators are measurable |  |
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| **Objective** | **Beginning (1-2)** | **Developing (3)** | **Accomplished (4)** | **Exemplary (5)** | **Points Earned:** |
| **Data indicates local or regional job market opportunities for students after graduation** | Little or no research has been conducted on local or regional job market data | There is limited data on what jobs are available in the local or regional area in this field | Local or regional data is presented showing promising job opportunities for graduates | Data on the local job market is confirmed by local members of this industry |  |
| **The plan details how the program will provide an environment for student entrepreneurialism** | There is no opportunity for students to engage in a business model | There is limited student engagement in a business model | Students are developing and implementing business models | Students design, develop, sell and service products within this field |  |
| **There is evidence of support from local business and industry** | There are no ties to business and industry | There are limited connections with local businesses | A partnership is in place with at least two businesses | Partnerships are in place with three or more businesses |  |
| **The plan shows a clear return on investment (ROI) through school and business partnerships** | There is no evidence of school/business ROI methodology | Limited insight is provided on how partnerships can increase the ROI | Plans explaining ROI achievement are provided with supporting details | The plan also includes a marketing plan to increase the ROI |  |
| **There is a plan to increase the number of industry certifications earned by students** | Attention is limited or non-existent on earned industry certifications | Industry certifications are considered “added value” for students | Industry certs are considered major components of the quality of program | Measureable strategies are in place to increase # of certs earned |  |
| **Multiple options are reviewed related to accomplishing objectives** | No options are reviewed as part of the overall plan | The plan focuses on one option to achieve objectives | The plan shares several options to achieve objectives | Multiple options to achieve objectives are compared |  |
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| **Total Points Earned:** | **0-22** | **23-33** | **34-44** | **45-55** |  |
| Comments: | | | | | |
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